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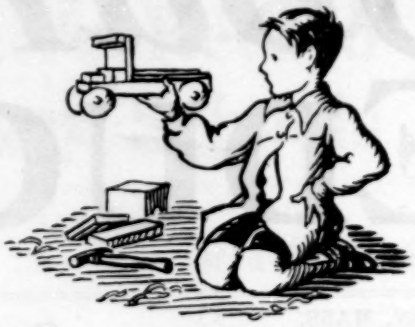

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Lindbergh Age

CHARLES A. LINDBERGH and his bride gave Dr. A. V. Kidder and Dr. Oliver Richetson of the Carnegie Archaeological Institute a chance to learn in a few hours more of the Mayan village ruins in Central America than they could learn on foot in five years.

The Lindbergh age in education is as wonderful as in the exploration of the Mayan ruins.

We have been trudging on foot through a mass of ruins when it is perfectly easy to see the Trail of Education in History if one cares to view it as a living trail of human achievement through Colony Education, Federal Education, Public Education, Modern Education, Professional Education to Achievement Education.

Parent-Teacher Mission

CIVILIZATION is the problem of humanity physically and intellectually, industrially and socially.

The family is the problem of civilization, and education is the problem of the family.

Co-operation of home and school, of parents and teachers, is the problem of education.

In America the school seeks to solve the problem of scholarship. It cannot solve the problem of education, which is scholarship in action in home and community.

Parents and teachers jointly can and must solve the problem of education in its relation to civilization through the family and community.

Education requires the hydro-electric scholarship of the school, but it has no adaptability to home or community without the transforming experience that can "step" scholarship up or down for use everywhere out of school.

The complex socio-civic-industrial community life of today makes the co-operation of family and school, of parents and teachers indispensable as never before.

The teachers have their foot on the scientific, inventive, industrial, scholastic accelerator. Parents have their foot on the educational, civic and social retarder.

The retarder is as indispensable for safety as the accelerator is for speed.

The school would be liable to be deceived by a

mirage. The family might be mired in the mud.

The Parent-Teacher organization is a heaven-born creation to solve the problems of school and home for the salvation of civilization.

Evansville, Indiana, John O. Chewning, superintendent, has the most important home-helping school achievement of which we know.

Carlos B. Ellis Nominated

CARLOS B. ELLIS, seventy years old, who resigned as principal of the Commercial High School, Springfield, Massachusetts, in order to be a candidate for the Republican nomination for mayor, won the nomination by a handsome margin.

It is interesting to have a school man make a straight campaign for votes for a high civic office. Most school men use their influence by supporting some minor candidate who has no possible chance of success with the apparent purpose of defeating some major candidate.

Massachusetts Federation

THE Massachusetts State Teachers Federation, Annie Carleton Woodward, president, Stanley R. Oldham, executive secretary, has had by far its most successful year in membership, in finance, in the Riverbank Lodge affairs and otherwise.

The annual meeting, at Worcester, October 18, was the most largely attended of any meeting in its history. The harmony, professional devotion, were all that could be desired. It was a notable demonstration of the advisability of enlisting city and professional clubs and associates in a State Federation guided and directed by delegates.

The great event of the meeting was the address by Dr. Augustus O. Thomas, on the mission of the World Federation of Education Associations as it enters upon its fourth two-year period. It was the leading educational address of the season. It gave a new conception of the responsibility of Education Associations of all countries for the promotion of civilization through education.

The latest account of the earth's age is three billion years; of the rocks, a billion and a third years; of life, almost a billion years. That makes our tercentenary very infantile!

President Ruthven

ALEXANDER GRAHAM RUTHVEN, dean of administration of the University of Michigan, was unanimously and heartily elected to the presidency of the University on October 4.

This promotion within the faculty gave intense satisfaction on the campus, in the city, and in the state. There were special reasons for this rejoicing.

Dr. Ruthven earned his doctor's degree at the University of Michigan at the age of twenty-four, and joined the faculty at once, twenty-three years ago. He knows the university, and the university knows him and appreciates him.

Joseph Rosier Appreciated

THE Fairmont, West Virginia, State Teachers College has a new athletic park costing $50,000, which has been officially christened "Rosier Field."

Joseph Rosier has an exceptional record in the creation of a State Teachers College with an unsurpassed professional personality. He has been a sane and brilliantly progressive citizen locally, in state leadership, and in national service.

The dedication of "Rosier Field" was improved as an occasion to express state appreciation of his personal, professional, and public services.

Socialized College Achievement

PRESIDENT JOHN ROSCOE TURNER, West Virginia State University, demonstrates high efficiency in social achievement in college administration.

President Turner has in his office for personal and faculty use complete reports of all officers, members and pledges of the twenty-one national social fraternities, and of the four local social fraternities.

These twenty-five social organizations occupy houses and supply off the campus dormitory facilities to 600 undergraduate men students of the university.

Officers of national fraternities seek information from President Turner's office regarding the activities of their respective fraternities.

President Turner is in close touch with the offices of these twenty-five national and local social fraternities, especially with the activities of the National Inter-fraternity Council as they concern fraternity finances, rushing, and efforts to improve scholarship among fraternity men.

President Turner has given personal advice and expert counsel to several fraternities on the installation of a modern budget system. In one case President Turner aided a fraternity in establishing up-to-date house rules, in establishing a budget system and in promoting economies which were greatly needed. In this case he secured a summer tenant for their house, to their financial advantage of nearly $300.

As a result of personal attention to social interests the officers of these twenty-five fraternities

have been of incalculable service in the promotion of constructive, co-operative discipline. Fraternity officers report to the president cases of irregularity of certain members of their fraternities.

The president keeps the district attorney informed as to liabilities of need of his action.

The president considers it a vital part of his official duties to attend all social functions of the University. He regards himself as the official social chaperon of all social functions.

Mrs. Herbert Hoover, honorary president of the Girl Scout organization, announces a gift of half a million dollars in their campaign for three million dollars for the Girl Scouts.

Chicago's Great Achievement

CHICAGO'S Achievement Education is an investment of inestimable value financially as well as socially and civically.

Chicago appreciates the importance of the sewer problem, the water problem, and the water transportation problem.

The men and women of Chicago and vicinity in 1950 will be more important financially, socially and civically than lakes and rivers.

The schools make men and women in a way that banks, railroads and transportation systems do not.

Chicago multiplied gilt-edge trains to New York on September 28, 1929. That was easy. All that was required was appreciation of future need of more luxurious speedy trains to and from New York, and a disposition to borrow money to create faster and better trains.

The ability of Chicago and vicinity to provide men and women to meet the intellectual and industrial, social and civic needs of future competition depends upon appreciation of the need of better equipment for education achievement and disposition to invest in the needed improvement.

Why did the railroads multiply fast trains with club and observation cars? The railroads knew that these were the trains that patrons would pay extra fare to ride on.

I have known Chicago, her schools and teachers, for more than half a century, and can say, without fear of successful challenge, that the schools have never been as worthwhile in achievement education as they are today.

Chicago has 85,000 students in her high schools, a larger percentage of the children in the grades attend high school than ever before, and a larger percentage of those entering the high school graduate, and a larger percentage of the graduates make good use of their education than ever before.

In the last five years September enrollment has gone from 60,701 to 86,165, an increase of 25,464, or 40 per cent.

There are twenty-four high schools, one of which—the Crane—is also a Junior College.

Five of these high schools have more than 5,000 students. The Schurz has 7,980. The Crane has 7,807. The Austin 5,513, the Lane 5,390, the Harrison 5,291. There are six others with more than 4,000.

The greatest gain was from 1926 to 1927, when there was a gain of 5,690, or more than five-sixths, or 88 per cent.

Several of these schools have increased 600 in one year, and in three years several have increased more than 2,000.

It is a serious problem to provide high school accommodations for high schools that increase more than 2,000 in three years.

It is quite a problem to provide salaries for the increase of high school faculties for such an increase in students.

There has never been greater professional harmony in Chicago than there is today. There is no greater professional harmony in any large city than there is in Chicago.

There has never been in Chicago or in any large city as great a variety of organizations—social, civic and professional, industrial and commercial—trying to help the schools as in Chicago now.

It is the first time in Chicago, or in any large city, that the presidents of all important universities have joined in a movement to promote the peace and prosperity of public schools.

There is no general disposition to oppose educational progress. Nowhere, professionally or otherwise, is there any known attempt to keep in Chicago schools out-of-date scholasticism.

There is no general spirit of propaganda of any freaky, sky-rockety professional adventures overstocking the schools with unripe, unharvested, unmarketable professionalism.

Everybody and everything seek and hope for marketable achievements that will benefit boys and girls after graduation.

There is famously successful demonstration of eliminating expensive, demoralizing retardation which has never been better in any city than in Chicago now.

There has never been anywhere a more determined purpose to make boys and girls good and good-for-something than in Chicago.

There has never been, in Chicago or elsewhere, a more skilful and heroic effort to have children and youth profit from what they read and the way they read.

There is nothing static or erratic in Chicago schools. Everything seeks stability and virility, mentally, socially and civically.

Belding's Page

THE SPREAD OF ENGLISH

WORD comes from Denmark that the people are greatly interested in American "talkies," and that many are attending with a special view to brushing up on the English that they learned in school.

The English of the "talkies" was not framed with this purpose. Perhaps if it had been, the quality would be better.

What is happening in Denmark is happening also in other parts of Europe. The talking films produced in the United States are carrying English speech to people of other tongues.

Modern invention and its exploitation for commercial purposes by business men having little thought of education are conspiring to bring the whole world into a neighborhood in which a common language is necessary. And English seems destined to become that common language.

Some one has remarked that the inability of Americans to learn any other language than their own is forcing every one else to learn English.

English is the richest of all languages, having drawn its vocabulary from a wider variety of sources than any of the other important languages. By the same token it is one of the hardest languages to master.

It ill behooves any of the English-speaking peoples to complain, however, if the rest of mankind is coming around to English.

Before this consummation is reached, there will be plenty of time for American schools to acquire the art of teaching modern tongues, not their own, more effectively than it is now done in the great majority of schools.

A HOST OF PIONEERS

PIONEERS and frontiersmen have always been accorded much praise. Their heroic efforts in pushing back the forests, the wild animals and human savages, and in reclaiming the wilderness for civilization, have furnished material for admiring biographers, historians, novelists and playwrights. People recognize in the pioneer a man possessing the qualities which advance the race.

The praise of pioneers is well deserved. They achieve by struggle and sacrifice. They blaze the trails for smaller men to follow.

The classroom teachers of America are an army of noble pioneers. Their daily task is to push back the forest of ignorance, to subdue the cruel and the savage in the breasts of tomorrow's citizens, and to plant intelligence and truth and justice in the ground which they have cleared and plowed and harrowed.

The task is not a simple or an easy one. Teachers may enjoy their work, as most of them do. But they use up vast quantities of nervous energy. Their strength becomes depleted and even the frequent vacations do not suffice to restore it fully.

More credit and more glory should be given to the classroom teacher, giving herself devotedly to a noble enterprise. The fruits of that enterprise grow so slowly that the toiling teacher is often discouraged, thinking her exertions have been wasted. Only in after years do the rewards begin to come back—the evidences that her vigorous pioneering has brought a harvest in the training of individual citizens who are worthy of the name, and some of whom recall with appreciation the labor expended upon the tangled jungle of their minds.

PATERNALISM

ONE of the favorite watchwords of the modern college is: "We avoid paternalism." Well, paternalism has a bad sound, and no doubt it ought to be avoided as much as possible. But the boy or girl in college is far from mature; far from having attained full wisdom, or even the modicum of wisdom needful for keeping out of dangerous situations.

The absence of paternalism implies the ability and desire of the students themselves to assume responsibility for doing as well as they know how.

Look, for example, at the undergraduate magazine of humor. Is it a repository of low, cheap jokes about sex and drinking? If it is, the "hands off" policy of the authorities has not met the kind of response it ought to meet, and a degree of supervision is needed. Too much supervision destroys initiative and removes the practice of judgment, in itself an educational exercise. But the standards of a college publication must not be allowed to trail in the mire and muck of indecency.

There are other indices of whether a college has gone too far in the avoidance of paternalism. But a glance at the so-called humor which goes out under the college name reveals much.

LIVES OF GREAT MEN

HOW effective in the shaping of character is the inspiring example of a great man? Here is proper matter for inquiry.

The average child knows he is average. He sees a world made up mostly of ordinary people. Is he helped by delusions of grandeur? Do they take root in his mind and purpose? What are the facts?

Anson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter III — Federal Education

COLONY education was fairly well established in the British Colonies, the Quaker colony, and the Dutch-English colonies of New York, and in New England when the unrest began over British taxation.

Little attention was given to education during the war excitement. When peace with England was assured it became apparent that Colony education must yield to Federal education, which was distasteful to every colony, and for a third of a century Federal education interference was resisted.

There was more oratory than achievement.

There has never been anything more brilliant than Thomas Jefferson's attempt to make his masterful appeal for typical Colony education in Virginia which should be Federal education in history when the War for Independence had achieved its purpose.

In 1769 he outlined for Virginia, education for all children crowned with a State College. He devoted his life for half-a-century largely to the achievement of this end. The last nine years of his life were devoted exclusively to this accomplishment.

Thomas Jefferson with all his skill in leadership was never able to achieve anything in the way of a Colony or State of Virginia plan of education.

It was forty-nine years after his noble appeal for a Virginia State College before there was the first feeble appropriation of $15,000 for the enterprise, and it was fifty-six years after his great appeal for a State University of Virginia before the University was ready to receive students. Thomas Jefferson died a year after the State University of Virginia began to function.

In New York De Witt Clinton was equally heroic in attempts to have New York create a Federal education for the trail of history. He was one of the great leaders of New York from 1797 to 1828. He was United States Senator, was three times Governor, and was once a candidate for the Presidency of the United States.

Again and again he presented plans for state education, but always in vain. Thomas Jefferson died a year before the advent of Horace Mann, and DeWitt Clinton three years later. If education in history could be achieved by glorious visions and brilliant opinions, Virginia and New York would have Federalized education.

Through those years Massachusetts had a moderate plan, never pretentious, never spectacular, but it kept the trail alive.

There were three phases of the Federal education which were always faint but never lost. First, there was always everywhere a common school which secured for every child ability to read intelligently and to know as much of number as he needed to use in every-day life.

This required only about three months a year for three years. It necessitated no appreciable expense for building, equipment and teaching. The expense was borne locally, and could be as little or as much as people in the district desired, but it must always be local money.

Second. The common school could and did detect children who desired and could use more education.

Third. There was provision, without taxation, for these discovered children to obtain an education that was more academic, more personally cultural and of greater community service than that given by the common school.

The common school became universal and was authorized by the local district. In three months for three years all children could get a common school education. This was a Federal education expectation for all families in Massachusetts.

There were usually boys who wanted more than a common school education, and for these there was a "Reader," subsequently called a "Fifth Reader," in which were orations, mostly pre-war orations, and British poetry.

The arithmetic was also loaded to the brim with difficult problems. The teacher had a "key" with answers for his safety. The arithmetic was also filled with every useless thing that could by any stretch of the imagination be classed as arithmetic.

Any boy who displayed talent by declaiming these orations, reciting these poems and revealed ambition to master useless things in the "Higher Arithmetic" went to an academy.

The leading religious denominations created, financed and controlled academies, and any boy who had academic tendencies and ability was aided financially if aid was needed.

It was the Academy and not the "Little Red Schoolhouse" that made great men. It was usually the boy who left the "Little Red Schoolhouse" and not the boy who ended his education with the common school that made an exceptional success in life. The academy was the life-saver of democracy in Federal education.

The academy did much more than teach more things and teach all things better. Its chief mission was to make boys cultured, manly fellows.

No boy could attend an academy and wear cowhide boots or working clothes. He must use re-

fined language, must be clean and neat in his person. His hair must be properly cut and always combed.

The academy boy after his first term carried a cultured atmosphere back to the farm community. He was evermore influenced by his academy association.

David P. Page, the famous principal of the State Normal School at Albany, author of Page's "Theory and Practice of Teaching," the most used and useful professional book for half a century, went to an academy in the twenties of the nineteenth century, and because he had to wear his home-made clothes, the contrast made him feel so ill at ease that he refused to stay there.

Calvin Coolidge in his biographical articles in the Cosmopolitan Magazine for July and August brilliantly portrays the influence of the academy. His experience in Vermont was nearly a century after the common school and academy life of the half century following the War of Independence, but the conditions of the village life of Vermont were the same in spirit as they were in the early years of the eighteenth century.

He says: "The common school subjects were taught (in the village school) with grammar and United States history, so that when I was thirteen I had mastered them all and went to Black River Academy at Ludlow. This was one of the greatest events of my life. The packing and preparation for it required more time and attention than collecting my belongings in preparation for leaving the White House. I counted the hours until it was time to go. My whole outfit went easily into two small handbags. I was casting off what I thought was the drudgery of farm life, symbolized by the cowhide boots and everyday clothing which I was leaving behind. As we rounded the brow of the hill and the first rays of the morning sun streamed over our backs and lighted up the glistening snow ahead, *I was perfectly certain that I was traveling out of the darkness into the light.*"

It was not the common school that prepared Calvin Coolidge to be one of the most important of Presidents of the United States, but it was his leaving the common school for the academy.

This was happening in every common school district in New England in the years from 1786 to 1826; in a general way till 1870.

When my brother, eight years my senior, returned from his first term at the East Greenwich, Rhode Island, Academy, he seemed to be an entirely different person. It was almost as much of an event in my life to realize what the academy had done for my brother as it was to him to have been born again by attendance at the academy. I should never have been quite satisfied had I not gone to that same academy.

Some years after my brother's life at the academy, he named his first son for a fellow student at East Greenwich Academy. Academy life entered into a young man's life in a way that did much to make the America of the nineteenth century.

In practice what was true of Massachusetts was true of Connecticut, Rhode Island, Maine and New Hampshire, New York, Pennsylvania, Ohio, Michigan, Kentucky, Tennessee and Texas.

There were academies in all of these states. There was the same academic spirit. In Ohio there were academies created by legislative action, but as a rule they were of church affiliation.

In Ohio there was a spectacular exhibition of Federal education. Before there was a resident in a square mile a group of enterprising New Englanders, known as the "Ohio Company and Associates," bought a million five hundred thousand acres of land of the Congress of the Confederation, and John C. Sysumes bought a million acres, so these two purchases covered one-sixteenth of what became Ohio State fifteen years later.

It was stipulated by the "Ohio Company and Associates" and the Congress of the Confederation that section sixteen should be reserved for common schools, but with no provision as to how it should be used for the benefit of the common schools.

All this was in the famous Ordinance of 1787.

Suspiciously curious persons have been inclined to think that this section sixteen provision was as much in the interest of tempting pioneers as in the interest of education.

It was ultimately stipulated that whenever there were twenty voters in a township they could elect three school officials and a treasurer to do what they desired with section sixteen.

The first legislation referring to the school section was regarding the practice of cutting off the timber on that section.

Human nature was much the same then as it has been since, and the schools of the Northwest Territory were never adequately benefited by the Ordinance of 1787.

In the Federal Congress of 1789 there were several propositions, supposedly for the benefit of the schools, but none of them matured.

It is not clear whether it was wise or otherwise to refuse future legislation, but it is sure that education was not always perceptibly benefited by the Ordinance of 1787.

It is also certain that the Federal Congress was dominated in many cases by those who revered the Colonies over-much.

One condition of the famous land purchase was provision for the creation of a university when there was a state government, and in 1802 a State University was provided for at Athens, Ohio, and for Miami University at Oxford, Ohio, in 1809.

Federal education, always a common school for

the common people, always financed by the local district and controlled by the local district. There was no public taxation for the common school. The people in the district in which the school was located decided annually how much money they would raise for that school. They elected some one, a resident of that district, to use that money, to decide who should teach, how much should be paid for the teaching, to buy the wood, etc.

No one paid any money, used any money, had any say about who should teach who did not live in that small school district.

The common school branches were taught to the common children, and the uncommon children were given an opportunity to demonstrate that they were of a higher order and deserved to go to an academy which was privately financed and privately administered.

Usually each of the leading religious denominations had its system of academies, and boys and girls were aided to attend the academy of the denomination with which the family was affiliated.

This was generally satisfactory until after the "War of 1812," which was the clearing house of the Federal inheritance of the Colony education.

Following the adoption of the Constitution there was a tendency for people to go Westward, and Ohio and Michigan, Kentucky and Tennessee were early settled, and after the "War of 1812" pioneers ventured Westward to the North and Southwestward—to Missouri and to Texas.

Everywhere Federal education carried the common school and the academy.

The first real protest against the private academy attachment was in Kentucky and Tennessee, with a vigorous undercurrent in Missouri and the budding life of Texas. [COPYRIGHT]

The Airship

By DENIS A. McCARTHY, LL.D.

Far, far above the city's topmost roof
The airship sailed majestically on,
A shining shape of silv'ry white it shone
As high in heaven it kept its course aloof.

How beautiful it seemed as through the air
It came and passed, that mighty galleon!
Unto the eye scarce moving, yet 'twas gone
While still we gazed, and left us wondering there.

What sign is this athwart the sky—what sign?
What portent of the days that are to be?
Of growing brotherhood by land and sea,
Or peoples plagued by war's dividing line?

A sign indeed of man's increasing power,
This thing of wonder moving through the blue;
But think of what a war-mad world may do
With such a weapon in some vengeful hour!

What dire destruction from that ship may rain
On homes of peace and industry! What death
In ghastly form may fall on all beneath!
What crimson crimes its silver beauty stain!

But used in peace what bounty may it spread!
What precious freights of knowledge may it bear
From shore to shore, till all the world may share
In something more than merchandise and bread!

Fashioned by man today it grandly swings
Above, to be a blessing or a blight,
Just as he chooses, he whose mind and might
Have made this marvel and have given it wings!

—The Book Builder.

Is Corporal Punishment Still Necessary?

A Symposium (Continued)

By M. R. KEYWORTH
Superintendent, Hamtramck, Michigan

BEFORE concluding whether or not corporal punishment is necessary, we should first consider what is meant by this process called education.

The products of education are habits, attitudes, and ideals. These products are valuable to an individual in this country if they are the sort that enable that individual to live successfully (in the right sense) in a democratic social organization. It must also be conceded that these habits, attitudes, and ideals are the result of certain environmental factors, some of which are training or instruction. It must be granted that with a given set of environmental factors which affect an individual, that certain results are obtained, perhaps with a distribution of normal frequency, else education is of no avail. But we know that training is possible because people learn to read, to spell, to write, etc.

An individual, operating in a given environmental situation, is able to build or to strengthen these habits, attitudes, and ideals by finding satisfaction in his activities, and he can destroy or weaken these by meeting with annoyance. Specifically, annoyance is for the purpose of weakening or destroying a habit or an attitude, and perhaps modifying an ideal.

Obviously, corporal punishment is an annoyance, and is not a constructive factor in training. If an individual makes the wrong response to a given situation, the wrong response must be broken down and a right response substituted.

The most that corporal punishment can do is to serve as an "annoyer" in weakening a tendency to make a wrong response. It is also an artificial "annoyer," extraneous to the elements in the situation. In so far as corporal punishment serves as an effective means in disrupting a wrong tendency, it has value. As teaching methods and techniques improve, the greater the tendency for children to build up the right responses, and the greater the possibility for the "annoyers" to be a natural part of the environmental situation. Hence, the less the need for corporal punishment.

I believe that teaching is possible on a level where corporal punishment is not necessary. Hence, corporal punishment is an index of poor methods and techniques and of lack of originality and resourcefulness. I do believe, however, that where poor teaching can not be corrected, corporal punishment in certain extreme cases is far superior to nothing at all.

By KATHERINE L. CRAIG
State Superintendent, Colorado

FOR many years corporal punishment was thought to be the best means of directing the youth, the best known method of disciplining, the correct way of instilling knowledge and the sure way of obliterating evil tendencies.

This barbaric and false conception, of days long gone by, has been relegated to the pit of oblivion and no longer recognized as a sane and practical method of control.

The parent or teacher who in this age of enlightenment resorts to corporal punishment or physical pain of the individual in order to awaken consciousness between right and wrong is wholly unqualified or unfit to raise or train the youth of this broad land of ours.

To develop the mind there must be concepts of justice, kindness, compassion, with the desire to implant in the mind of another love, respect, honor, loyalty, and will to regard the right of others, if they would be teachers.

When teachers revert back to cave man tactics they declare their own weakness. They lack the power of self-control, they do not possess clear judgment, nor the mental ability to render service for the uplift of humanity.

It does not stand to reason that love can be engendered by abuse, that obedience can be obtained through administering physical pain, that respect be gained through weakness. On the other hand abuse engenders hatred, assault awakens revenge, unfairness, bitterness, and a blow is unfair, unkind, inconsiderate and unjust.

Repression through fear does not develop character or the best within the boy or girl, the will may be broken, submission obtained, but the desire remains. Punishment for suppression that does not awaken higher ideals, a sense of right, a desire for improvement, is lost, and should not be administered in the first place.

To arouse antagonism, revenge and hatred produces criminals.

Human nature is so constituted that nothing goes unrewarded.

In the elements of human make-up, love begets love, and dislike engenders hate; a blow, antagonism; an assault, defence.

Corporal punishment does not awaken self-control, self-respect, self-confidence, nor lend to educational training.

To develop the human mind thought must be directed through the channels of love, honor, and obedience, with kindness, reasoning, understanding and trust.

"I Am Stober"

By JOHN D. BROOKS
Wilson College, Chambersburg, Pa.

I MET Stober one morning in March on the board walk. It occurred to me that it was the first time I had seen him in the open air since the holidays. The winter of 1892-3 was a severe one. Stober, who was the greatest "grind" in a class made up largely of "grinds," had made the weather an excuse for sticking even more closely than usual to his room and studies. His face had a pallor almost ghastly in the spring sunlight. I knew his ambition to lead his class. I knew, too, that he was carrying extra Greek and Latin and mathematics in preparation for a college course he hoped would follow his Normal School graduation. But nevertheless his present habits seemed almost suicidal. I ventured to protest, saying that nothing could compensate for the harm he was doing his body by such intensive and unbroken application.

Stober shared with another senior a little room on the south side of the dormitory. He rarely left it except for his meals and his recitations. In those days boys sometimes out-numbered the girls at Normal Schools. Subject matter rather than methodology was emphasized. Most of the boys had earned their own way by teaching rural schools during the short winter terms of six or seven months and had completed their normal school course up to the senior year in a succession of spring terms. Thus it came about that Stober found himself one of a very mature and highly selected group of young men which required his very best efforts to lead.

He smiled in a superior sort of way at my well-meant caution. He was a grandiloquent fellow, always quoting Huxley and other philosophers.

"I have made my body the ready servant of my will," he replied. "It does with ease and pleasure all the work I require of it. I set my goals. It must enable me to achieve them." I was somewhat irritated by such bombastic foolishness. "Every one must pay dearly," I urged, "for such excesses." "Yes, in general, but," said he, striking a mock heroic attitude, "I am Stober."

When commencement drifted around no one was surprised when first honors went to Stober. There was some surprise, however, when it was announced that he had matriculated at the State University for the following year. How would he finance it? It had been a struggle to complete his course through the Normal School. How would he manage the longer one through the University? Knowing his doctrine of the immolation of his body, I guessed that his expenses would be small. Four years later he again led his class at graduation.

I heard of his appointment as professor of chemistry in a small Pennsylvania college, and then for several years lost track of my old classmate. His duties at the college evidently did not occupy all his time and energies. He took up work at Chicago University, and after a few years of constant drudgery received his degree of doctor of philosophy.

I heard a year later that he had been offered an appointment as professor of chemistry at the State University. I knew how Stober would value this achievement. He had always held the State University in great reverence, regarding it as the capstone of the educational system. He frequently quoted Huxley's saying, "The educational system of a state should be like a ladder reaching from the gutter to the University." Now he was at the pinnacle, a professor in the University.

I could not but admire the indomitable will that had driven him through the sacrifices he had made to his present achievement. I wrote him, congratulating him on the great honor that had come to him. Some weeks later I was surprised to receive a letter in answer from a neighboring hospital. Owing to a severe attack of rheumatism he had been unable to accept the appointment—for the present.

Ten years passed. Shortly following the World War, I found my way led through the village in which Stober's college was located. I stopped to search for news of my old classmate. "He is here," the president said. "Is he teaching?" said I. "No, he isn't able to teach," was the reply. "He sees visitors, though, and will be very glad to talk with you."

The door of his little cottage stood open. I reached in and knocked. "Come in," a voice called from the upper story. I stepped within and hesitated. "Come right up the steps," the voice said. "His voice seems strong and natural at least," I thought.

The light in the upper room seemed dim after the bright afternoon sunlight without. I saw his form lying on a bed. His hair was white and almost indistinguishable against the coverlets. His face had scarcely more color. He did not recognize me. I was not surprised, for I would never have known him under such circumstances. "I am Stober," said he, "who are you?" I mentioned my name, and he at once recalled me as his old classmate. "What is the trouble, Stober?" said I. His voice shook as he answered. "For ten years, brother, I have lain here as you see me.

Every particle of food and every drop of water that has passed my lips has been fed to me by others. The only motion of my body I have is this," and his left hand described a small arc from his chest almost to his lips. I was horrified and stood above him, my heart welling with a great pity. His voice continued: "You know how I have always forced and neglected my body. Weakened by disease and unpurged by exercise, it became a fertile field for malignant germs. *Arthritis deformans* attacked me. For months I suffered agonies I cannot describe. Every joint in my body stiffened, shriveled and deformed." He held up his distorted left hand to illustrate his statement. "My body now is merely an unyielding prison, an implacable jailor instead of my servant."

He talked of his sufferings and his disappointments until twilight fell and I was forced to go.

"You are a teacher of teachers," he said in parting. "This life of torment of mine will not be quite in vain if it can teach others one lesson through you. The Greeks were right," he said thoughtfully, "as fundamentally right when they emphasized the development and perfection of their bodies and made physical training an essential part of the education of their youth as they were right in every other field they entered. Emerson faintly echoed the same idea when he said: 'The first essential for success in life is to be a good animal.' The committee that evolved the 'Cardinal Principles of Secondary Education' very wisely placed 'Health' as the first of the seven objectives in education. People in general, as well as teachers, should develop and care for their bodies not as a task, or even a duty, but as a matter of genuine enjoyment and as an essential part of true living. Modern life has made ease and indulgence so possible and inactivity so tempting that reason and authority must assert themselves and exercise and right living must be made habitual through direction and training. Nature's laws have not been changed by progress and machinery. She is still an implacable taskmaster and inflicts unfailingly the sternest penalties in deformity, weakness and disease for their continued neglect and transgression as truly as "—here he paused, closed his eyes, and sadly waved a last faint farewell with his left hand—"as I am Stober."

A Pioneer Growing in Vigor

By FRANK WEBSTER SMITH

NEARLY a century ago the first normal school was established in Massachusetts. It is still flourishing. It was the pioneer normal school in the country, or rather the pioneer school of its type, for there were other schools that made it a part of their work to train teachers. The normal school idea spread rapidly, so that it has covered the country with teacher-training institutions.

The normal school had before it a prodigious undertaking, perhaps greater than it realized; greater, I dare say, than it realizes today—the preparation of teachers for a school population increasing by accelerated ratio, as the years passed, from two causes, the increase of population and the growth of attendance laws. The normal school has kept at its work untiringly adding new units at an impressive rate till most of the elementary schools to which it has confined its work are completely equipped with trained or partially trained teachers. It all makes a wonderful history. The result inevitably was that the best teaching to be found in educational institutions in the country was located by competent authorities in the elementary school; and this judgment probably still holds, though not in the same degree.

The higher institutions of learning looked disparagingly upon this enterprising school which, notwithstanding, contributed its influence and some of its beneficent ministries to the colleges and universities themselves, so that they are the better today for their contacts with the normal school. In fact it was in no small degree through the influence of the normal school that the college and university added departments of education for the training of high school teachers.

But a few years ago a striking thing happened. The normal school aspired to the status of a degree-giving college or university and proceeded to organize itself on that basis, so that many schools today have taken on the new form. It is not yet certain whether this was a salutary movement, whether in fact the normal school did not sacrifice some of its most intimate and characteristic work for academic preferment. Ambitious reaching out is not always attended by genuine success. Today the most remarkable and useful teacher-training school would not be the normal college or university where normal school work is an attachment of academic courses of study, but on the contrary a genuine normal school with a faculty of high scholastic and professional attainments, and a student body that has met high admission requirements, at least six years beyond the grammar school, and a curriculum of at least three years devoted exclusively to intimate and intensive professional training. In this training a broad and practical study of children of different school ages, and of consequent

adaptations of teaching, would be central motives. If we should make a careful analysis I suspect the chances are we should reach such a conclusion.

We have been trying to mix things too much. Other professional schools do not make this mistake; why should the normal school?

With all our progress we have not yet reached much beyond crude mass work in our professional training courses for teachers. We need to get down to more vital and intimate training for a deeper and more appreciative insight into the meaning and implications of that amazing thing we more or less formally call education. The attitude of genuine teaching, an attitude of humility and reverence shot through with inspiration and made effective by personal magnetism and leadership, is still comparatively rare. It must increase by geometrical or at least arithmetical progression if all-round training for producing stable, balanced, and loyal members of society is to prevail.

Students' Value of History of Education

By JOHN T. WAHLQUIST

Instructor in Education, University of Cincinnati

AT VARIOUS times experienced teachers have been asked to evaluate history of education and its place in the professional program. Rarely, if ever, have prospective teachers completing the subject had that opportunity. The objection is immediately raised that immature students without actual teaching experience, aside from practice-teaching, are not in a position to pass on merits of a professional program. It is argued that the teacher must be thrown completely on his initiative, before he can rightly appraise the sources of his ideas for adjustment. On the other hand, the individual after teaching experience will not know as much of the content as he did at the completion of the program. Furthermore, each year that passes will broaden the gap between the generalization, the attitude, and the ideal and the initial learning situation. After a time it becomes impossible to say just at what point the change in manner of thinking began. If asked immediately upon completion of each segment of the program, the individual is more likely to know wherein and at what point his thinking was changed. There are weaknesses in both approaches. However, repeated expressions of the views of teachers no longer in possession of the facts, viz., the content of the courses, and with absolute reliance on delayed introspection, suggest that the students completing history of education here and now be heard.

Obviously, an answer to a direct question will not suffice. All facts bearing upon the final appraisal must be known; we must proceed in a circuitous manner. Incidentally, the instructor may learn much concerning his own work. With these points in mind, at the conclusion of the second class in the history of education taught by the writer last school year, a questionnaire was passed out without previous announcement. "Be perfectly frank. This is not an examination and will not affect your grade."

To make sure that it did not affect the grade, the papers were turned over to a member of the class to be handed by her to the secretary of the dean with the instruction that they be handed to the instructor when he had reported class grades.

The final vote was 27 to 8 in favor of history of education in the professional program. Of the eight negative votes, three were cast by students who found the course extremely difficult, four by students who had slight interest in the subject matter, two by students who learned few facts, eight by students who found few or no new interests, seven by students who recognized little or no development in skills, three by students who confessed unsatisfactory mastery, and two by students who thought the instruction "just average."

The final grades for the students voting "No," awarded before the votes were known by the instructor, were one A, two B's, three C's, and two D's. Two of the group were art teachers; one reporting many new facts learned and changed thinking in many situations and the second reporting many new facts learned and unsatisfactory mastery. The A student comments: "I have had classics and history courses where many of the facts were learned; I am not interested in history of any kind." One of the D students was a repeater. The other D student comments: "I find any course which has no definite problems to decide hard, and for that reason cannot get interest —lack of liking impractical things."

The very interesting conclusion is that the students now in training sustain History of Education as a professional requirement. They find it an interesting subject, more interesting than the other professional subjects, and they recognize its values in stimulating new interests, changing the manner of thinking in situations, stimulating reflective thinking, and in giving a mastery of many facts.

They Say

WINIFRED WILKINS, Delavan, Wisconsin:—

"There is a righteous cause that greatly needs the moral and financial support of all true humanitarians in the world—the cause of antivivisection. When the truth concerning vivisection is really known, its very horrors will bring its own destruction, not only because of its needless, pitiless cruelties, but because of its dangers to human life, welfare, and morals."

EDGAR S. BRIGHTMAN, Newton Centre, Massachusetts:—

"Any comparison which overlooks the difference between lobbying for private profit and lobbying for public welfare is entirely unfair."

FRANKLIN BALCH, Boston:—

"In all the contention about state old-age pensions there is one feature that does not seem to have had much attention. They soon cease to be popular after they have been enacted into law. . . . In all the United States the total number who are receiving pensions is 1,003 aged persons."

THE NATION, New York:—

"The carrier pigeon, that romantic symbol of speed, accuracy, and devotion, is to be abandoned by the navy as a purveyor of messages in favor of economy, the radio, and the airplane. Thus does the machine age destroy one more of the cherished institutions of a more innocent day."

JAMES J. DAVIS, Secretary of Labor:—

"Through research in labor turnover, industry is beginning to place its finger on those hidden causes of misunderstanding, suspicion and distrust so often reflected in high turnover and attendant increasing cost. Manufacturers are realizing more fully the necessity for statistical data on the subject of labor turnover, as is evidenced by the fact that the employers in 350 companies of 22 states employing 500,000 workers have been willing to compile and give their company figures regularly once a month."

R. L. JONES, superintendent, Memphis:—

"There will always be liquor sellers as long as there are liquor buyers. The only way to effect a permanent cure is to destroy the desire to buy, and that can only be done by education."

PRESIDENT JONATHAN RIGDON:—

"Pupils change, but problems are perennial. As age lays down its tasks, youth picks them up and accepts the challenge they imply. Youth chafes under all restrictions, even at all direction. It demands to be free. All this, it seems to me, is well, for all growth comes through free activity; but we must remember that we cannot have the new freedom without the old responsibility. Flaming youth is good if the flame gives clearer vision; it is bad if the flame puts out the eyes. Every inch of freedom one attains means added responsibility. Emerson's law of compensation has not been repealed."

DR. PHILANDER P. CLAXTON, ex-United States Commissioner of Education:—

"The fight for temperance, sobriety, clean and healthy living is not yet fully won. In fact, it never will be finally won. It can only be won for a single generation at a time, or even for a few years at a time. It is therefore necessary that the teaching of health and of things pertaining thereto should be continued in our schools and emphasized more than it has been in the past."

OTTO H. KAHN, New York City:—

"When I leave America for Europe I am better posted on what is happening in Europe than I am after I get there and have to depend on the European press. The diversity, accuracy, and multiplicity of the European items in the American papers, when you compare them with the European papers, is amazing. It is a real fact that I am better posted on European affairs by reading the newspapers in America than by going to Europe."

MAJOR JOHN L. GRIFFITH, Commissioner of Athletics in the "Big Ten" Intercollegiate Conference:—

"Something like a half-million are playing football in the schools and colleges this fall, and perhaps three million will play basketball this winter. I do not know of a single coach or trainer in an educational institution who believes that alcohol is beneficial to an athlete. In fact, it is safe to say that all of our school and college coaches insist that their boys and young men shall abstain entirely from the use of alcohol in any form. . . . Our athletes know full well that they cannot expect to succeed in athletics if they break training during the training season. By breaking training they understand that this means smoking, drinking alchoholic beverages, eating between meals or eating the foods that do not agree with them."

ELBERT K. FRETWELL, Teachers College:—

"The school's business is to enable the pupil to have the desire and the ability to perform worthwhile activities for himself, for the community and for the state."

Continents Adrift

By JACQUES W. REDWAY

WHAT are floating continents? Probably just what an expression in plain English implies—that is, superficial areas of lighter substance resting on an understructure or mass of heavier and somewhat plastic material. The rock of which continents are composed consists chiefly of sediments and granitic or syenitic character. It overlays or rests upon a mass that is basaltic in composition. These terms, however, must be taken as general in application; the essential is the fact that continental rock has approximately only one-half the density—or weight, bulk for bulk—as the rock upon which it rests.

Suppose that one cuts the outlines of each continent out of very thin cardboard and fits them on an eighteen-inch globe. That will represent the relative proportion of the thickness of the continental rock to the heavier rock upon which it rests.

Does this relatively thin film float or does it not? All the evidence that has been gathered within a score of years favors a belief that it does float. One may compare it to the thin film of dross or slag that floats on cooling molten metal. This theory is generally accepted by geophysicists and astrophysicists—though perhaps not in the elementary form in which it is here set forth.

Assuming that the continents consist of light material which rests upon a plastic heavier substance, do they change position as is the case of other floating bodies? Right there is a question that cannot be answered with certainty. A few years ago it was discovered either that the longitude of certain points had been inaccurately determined, or that the positions of those points had shifted. The errors—if errors they were—were constant and one-way. In time the discussions led not only to the theory of floating continents; it opened the question of whether or not the film that constitutes the western continent had not broken off the main body, and had floated westward. The Atlantic Ocean is a lane the sides of which are roughly parallel. If we can imagine the western continent pushed eastward against its neighbor the sides would fairly fit; the one to the other. The zones of life, fossil and existing, are the same in each continent. As a striking illustration, the elephant originated in Africa, but fossil elephant remains are scattered over northern North America. The horse, on the other hand, originated in the western continent, but its fossil remains are found in Europe.

Now all this is theory, it is true, but there is enough evidence to make it a fascinating study. Readers who are interested in a more comprehensive study of the theory will find it set forth in Professor Reginald Aldworth Daly's "Our Mobile Earth" (Scribner's), and in Edwin Tenney Brewster's "This Puzzling Planet" (Bobbs-Merrill Company). Incidentally, most of the fundamental facts of science started as theories, which were generally rejected at the times of their birth.

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AT ALL DRUGGISTS

How Big Is Your Task?

By Edgar Mendenhall

How big is your task, O teacher?
How big is your task, you inquire?
It's as big as the arched sky above you,
Yea, it touches the studded vault's fire.

How big is your task, you repeat it?
How big is your task, still in doubt?
It's a torch in eternity's pageant;
'Twill blaze when heaven's orbs are burned out.

How big is your task, O teacher?
Once more before parting you seek?
Pray the sage of sages to fathom;
The reach of man's mind is too weak.

—Exchange.

Cheating in School

By ARTHUR DEAN

This is the first of a series of practical moral issues which face young people in daily school life. It is based upon a questionnaire in our moral and social Survey of Youth of High School Age recently concluded.

Conditions Underlying Today's Problem

During an examination the teacher left the room after passing out the questions. In the class were only a few who did not cheat in the teacher's absence. One of them told the teacher the situation, not naming any of those who cheated.

The Questions

Is it right to cheat in an examination? Is it any of the informer's business if others cheat? Is it right to let others copy your school work if they ask for it? Should a student try to remain honest when he sees his classmates getting better grades by cheating?

Some Typical Answers

"I have no guilty conscience regarding cheating. While I do not believe in stealing, it seems all right to me to steal knowledge, because I am saved from possible failure."

"It is none of my business if others cheat."

"No wonder the whole class despised teacher's pet who tattled."

"Teacher should not leave the room during an examination. It was her fault if the pupils cheated."

"Cheating is just the same as stealing."

"When others ask me if they can copy my work I do not refuse. I know it won't do them any good, but it may save them from flunking."

"I do not cheat, but I would not refuse to let any other pupil see my answers."

"Those who cheated in school are just as successful in life as those who did not."

"It was the informer's business to keep up the morale of her class."

"A pupil ought to be honest when others are dishonest. But it is against human nature to be straight when all your neighbors are crooked."

Summary

Very few of the boys and girls who answered the above questions believe that it was right to cheat in examination. On the other hand, the majority looked upon the informer as a tale bearer. With very few exceptions, pupils believe in letting others copy their work even if they do not cheat themselves. And finally, the survey results show that comparatively few pupils have the moral courage to remain honest when practically the whole crowd is cheating.

My Comment

The answers to my questions were very revealing. I was very much disappointed in the attitude of high school boys and girls in the matter of cheating. Cheating in an examination, passing in work which is not one's own, and obtaining marks under false pretenses are considered quite proper. The disgrace lies in being caught or in informing the teacher of the conditions.

Pupils seem not to realize the full significance of cheating. They are not looking upon it as a moral question at all. Cheating seems to have become fashionable. Unquestionably the great majority of these pupils would not steal money or things, they would not lie and they would not cheat in sports. But there does exist this curious anomaly in their code of honor. By cheating in school work they weaken their moral fibre. Character is impaired. And upon a bedrock of character a full rounded, happy, useful life is founded.

The Remedy

I see two things to do: First, stop this everlasting emphasis on marks and instead emphasize education, knowledge, power, character, personality, ability, honesty, all vastly more important in the struggle of life than scholastic percentage honors.

Secondly, to fight for sportsmanship in scholarship just as we have fought and won for true sportsmanship in athletics. This does not mean the faculty is to scold or preach, but rather through friendly talk to correct the warped attitude of pupils on the question of cheating. Instead of thinking cheating is fashionable, let's so handle the situation that it will be thought of as an under-handed and abominable business.

Another article in this series will appear next week.

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Handicapped

By MRS. WILLIAM F. LITTLE
Rahway, New Jersey

HE WAS "handicapped" from the very day that he entered school, notwithstanding the fact that he was both physically and mentally fit. His tonsils and adenoids were no more. He was a sturdy lad. His eyes were quick to see and his ears to hear. He had a keen mind, a retentive memory, was clever at math and showed evidences of a cultural background and religious training.

He did not mingle much, however, in the school activities, but seemed to stand aloof from his companions, with a wistful expression that said: "I would be one of you, but you shut me out." "Handicapped"? Yea—than which there is no handicap more bitter nor more disheartening. He was "The Son of the Superintendent of Schools."

All through the grades he had been "fed up" by that fact. If he misbehaved, his reprimand from the teacher was usually followed by the refrain: "We don't expect that from you, remember you are the superintendent's son." If he attained high percentage, he was taunted by his mates: "Of course you get high marks; look who your father is." If he took part in a play or recitation, an uplifted eyebrow, a whispered consultation behind a fan, a shrug of the shoulder, were mere punctuations to "Whom would you expect to take the leading part?" "It makes a difference, who's who."

As he passed on to High School, his handicap loomed larger and larger. All through the term, no matter what came up demanding the services of a live-wire boy, "He has a drag," "He has a pull," rang in his ears. When he received his report with its A's he heard the old cry: "Of course you get good marks, the teacher don't *dare* mark *you* down."

The "sins of the father" may be visited on the children, but why, pray, should boys and girls be penalized by ugly remarks and innuendoes just because their fathers happened to be school men? Superintendent, principal or teacher, it matters little the position. The reaction of such insinuations on the children is nullifying. It causes resentment, hampers initiative and fosters self-consciousness. There is hardly a community that isn't "tarred with the same pitch" of jealousy and unfairness. Jealous of the youth's inborn capacity and unfair in its judgment of his individual ability.

If we believe in the "Child's Bill of Rights" let us see to it that even the "son of a superintendent of schools" has encouragement to express in fullest measure the spirit within, which is the final endowment of every human being.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

290. Do you think we should continue to hold county conventions? (Massachusetts.)

Yes, in spite of all the arguments against them I feel that county conventions are very valuable. I think the psychological effect on the grade teacher of going once a year, sitting in a great body of her fellow workers, listening in sympathetic relations to fine speakers on subjects of common interest is immeasurable. She gets inspiration, a renewed respect for her calling and courage to go on. She sees herself in relation to the others. She knows again for the time—she may have forgotten it—that she is a very important part of the whole educational field, and that if she slips she lets down the whole.

It does her good to put on her best clothes (when she gets back she may buy some new ones), go out of town and make a day of it. Some may slip away and only make a half a day of it! Yes, I know a few will. They always have and always will. But they are only a few and they are the ones who "lay down" on the job at home. It is the old story of checking them in to "profit and loss." For the great majority the county convention is a good thing, and if you notice I haven't said anything about practical devices either. It is a paying proposition from a spiritual and general professional viewpoint.

291. Are we giving our pupils time to assimilate? As I look at the crowded curriculum, I wonder. (New York.)

Yes, we all wonder, and we answer that question yes or no, according to the spot we are looking at. Not long ago I listened to a well-known educator severely criticising a program in physical education as being too intensive, crowding in too many activities before the children were ready for them. And he was right. But I looked around at his social science program, and there he had done the same thing. The mote was in his brother's eye. Yes, we do crowd our curriculums and push our boys and girls fast and far. That is, most of us do it at times, and some of us do it all the time. It is a condition we must work against. To guard against it I think we need to keep in mind some of the elements which give rise to the situation. As I see it they are these:—

We are so anxious that our pupil shall have all his social inheritance, and there is such a wealth of it that we fear he will never get it all, that we rush him into it, and ram it down his throat before he is half ready for it, or without much regard to his digestive and assimilative powers. The criterion of *use* is helping to weed out and cut down the curriculum gradually.

The fundamental principle of the new school of reading, which seems to be quite widely accepted, if new reading systems are any evidence, and which says that speed and comprehension always go along together, seems to be invading all our other subjects. Now the theory that speed and comprehension in reading do go along together is all right as far as it goes, but it is only part of the story. The other half of the story is giving our boys and girls time to weigh their ideas, balance one against another, apply them to their own life and come to some decision for themselves. Then the enjoyment of the lovely, the basking in the beautiful, which brings growth and sweetness, takes time; yes, "time to assimilate," as you say. Yes, I believe you have scented a real danger, for which we should be constantly on our guard. We must give our pupils time to assimilate, or our teaching is profitless.

292. Is coercion ever justified in controlling a pupil? (New York.)

Yes, there are times when coercion is necessary. If a child is injuring himself or others he has to be stopped, and if reasoning or other constructive methods have failed to get results, then coercive methods have to be used. They should be used temporarily and only until more constructive ones can be adopted.

Unless the child is very young, less than five years, coercion is apt to leave a bad scar. The child associates it with the superior strength or temper of the teacher, and we get resentment, a vicious attitude and an inferiority complex. Many a child goes around for years with this anti-social attitude due to the feeling of injustice over punishment or coercion, to break out later in most unwholesome character. The old tyrannical attitude which demanded meek, unquestioning obedience is fast passing away. The new teacher feels shame, not vanity, in the child's fear to disobey.

If coercion has to be used it should be as short and quick as possible, and the reasoning, "talking it over" much longer. If it has to be used often, then you are failing to help your pupil to get the right attitude, to make the right social adjustment. Coercion is still used more frequently than it should be. It is administered easily, takes but little time, and is often an outlet for the teacher's nerves, consequently let us beware of it. While we can't throw it overboard it is a last resort, and we only use it until we can get going on a constructive plan.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Greatness—I

Note: This story is reconstructed from scraps of knowledge that have come to us regarding the life of Aesop, the master fabulist. Born a slave, and toiling as a slave, this great genius, ugly of face and form, rose through the force of his talent until he stood adviser to the king. No age nor people since his day, but has grown wiser and better through hearing the stories that he told.

The philosopher waved his palm-leaf fan slowly before his face. "I wonder," he said, as he wrapped his tattered robe about his lean knees to keep off the biting black flies, "whether one ought to laugh or weep, at what one sees about him,—I mean, of course, the actions of one's fellow men. See yonder Arab with the coal-black beard and the eagle's beak for a nose? See the long black whip he holds coiled in his right hand? That man is a driver of animals and men; he is master in a little realm of his own, and yet, although he does not know it, he, too, is driven by a whip coiled up within himself, save as it is reached forth to scourge him with its pitiless lash.

"The sight of him reminds me of Chug Rhum, the master of the slaves in the kingdom of the good king.

"Chug Rhum was a mighty man, mighty of arm with the strength of three ordinary men; mighty in position since under his pitiless charge three thousand of the king's slaves groaned at the building of a great granary, and mighty in his own conceit since the rulership over so many had lifted him up in his own thought till he stood but a little lower than the good king, himself.

"Among the multitude of slaves daily toiling around the granary walls was one, Al Saba, the son of a slave, —a queer, squat, misshapen figure with huge ears and wide mouth and legs so bowed that he waddled when he walked. If laughter ever tingled merrily through the ranks of the sad-eyed slaves it was at such times as Al Saba came in view. Mouths that were curved downward in pain or terror relaxed into a smile at sight of his big ears; frowning brows cleared up at sight of his bowed legs and the word ran from lip to lip, 'See Al Saba, the misshapen one!'

"What neither the slaves nor Chug Rhum noticed was the high forehead and the eyes, wide-apart and full of a light of understanding nowhere else to be seen in all those parts.

"Because men shunned him and laughed at him, Al Saba lived very much alone in a little mud hut upon the banks of a small stream. His thoughts were his only companions and these he cherished and dealt with as though they were beloved friends. As Al Saba watched the doings of men about him, he noted how they acted in many cases like the very beasts. As he sat in silence, gazing into the dying embers of his evening fire, he wove these findings of his into fables, and since no one likes to keep the creations of his spirit to himself, these fables he told to the little children who gathered about him in spite of his misshapen body."

(To be Continued.)

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Greatness—II

"At such times he ceased to be a slave,—such is the freedom-giving power of the imagination,—but became, instead, a tutor to the king's children, sitting in the king's garden; and preparing the minds of the royal sons and daughters for a noble place in the future kingdom.

"On one ill-fated night Al Saba was so sitting when three boys dragged a fourth before him.

"'Al Saba,' said the leader, 'this fellow ate up all the honeycomb which we four found and hid in a hollow of the rock. What shall we do to punish him?'

"'Sit down!' said Al Saba. His eyes twinkled and his big mouth twisted itself into a queer smile. "I shall tell you a fable and then we shall see what shall happen.'

"Neither Al Saba nor the children saw Chug Rhum standing in the shadow of the mud hut listening to all that was said.

"'There was once a dog,' began Al Saba, 'who came to a stream such as this. As he walked across the plank bridge he saw a nice bone lying just under the water.

"'Aha,' said he, 'There is a big, juicy bone. I shall get it and eat it all up,' but when he tried to reach the bone, the water closed over his nose and choked him. After many trials the dog sat down on his haunches and thought. While he scratched his ear with his hind paw a bright idea came to him.

"'The way to get the bone,' said he, 'is to remove the water. The way to remove the water is to lap it all up. I shall lap up the water and then eat the bone.'

"The poor dog," sighed Al Saba. "How he lapped and lapped and how his stomach grew bigger and bigger like a sheep's bladder full of air, until at last he could drink no more and was barely able to drag himself off to some bushes, where he laid down and groaned in pain."

"A very good story," said Chug Rhum's voice out of the shadow, "but who told you to tell stories to the children of the slaves?"

"Al Saba cowered down as Chug Rhum stood over him, while the children screamed and fled.

"'Dog,' said Chug Rhum, 'You have given me an idea. I have told you before that I do not like these infernal fables of yours. They make the other slaves think, and thinking is not good for them—or me. Get down on your knees,' he commanded gruffly, 'and crawl down to the water's edge and lap water like the dog you just told us about. When you are as full as he perhaps you will learn to hold your tongue.' The huge black whip in Chug Rhum's right hand rose and fell and Al Saba groaned and obeyed.

(To be Continued.)

Greatness—III

"That night in some mysterious way the dam below the great reservoir that supplied the king's gardens burst and the flood ruined the work of a dozen years and a thousand hands. When the king saw the havoc that the waters made he called Chug Rhum before him and said: 'This dam was the work of your hands. See how it has failed me. Go, rebuild the dam in ten days or I shall have you whipped before the eyes of all the slaves.'

"Chug Rhum departed from the king. Anger burned in his heart. All day long his black whip fell on the backs of sweating slaves, while his own spirit was tortured by the thought of what would happen to him if he failed to rebuild the dam.

"Because Al Saba's body was strong in spite of its ugly look he soon recovered from the great quantity of water that he drank, and took his place once more in the ranks of those laboring at the dam. The story of his suffering had gone abroad and now men no longer smiled at his big ears; —instead they whispered: 'He has a mind for stories,' and they repeated over and over the story learned from the lips of the children who had heard

it, 'and the dog,' whispered one, 'is Chug Rhum and the bone is the king's favor,' and in due time the whispers came to the ears of Chug Rhum and he raged in his heart, but no longer snapped his long whip over the shoulders of Al Saba. And the other slaves noticed the change and said: 'Chug Rhum fears Al Saba. Truly the tongue is greater than the lash,' and this whisper, also, came to the slave master's ears, and on the ninth day he called Al Saba to him and said, in the ears of many: 'Dog of a slave, last night while others slept you sat before the fire and told stories to the young men. Come now, tell me your story, also. It will amuse me to hear it.'

"Al Saba studied the hard face of the slave driver with his wide, intelligent eyes. He saw nothing there but hideous cruelty.

" 'Master,' he said, 'I did but tell them the story of the donkey who laid down to rest on a bed of cactus. Of course, all night, the thorns pierced his side. At last, just at daybreak, he cried out: "What a bed to lie on! See how the thorns have pierced my side! Alas, why am I so unfortunate as to have a bed like this when my friends and neighbors lie on only the softest and sweetest-smelling hay?" That is all, Master,' said Al Saba.

" 'That is quite enough,' said Chug Rhum. 'Beneath your story I see a deal of other meaning. As I told you before, it is not good for the king's service that the slaves hear such tales; go, therefore, and lie even as the donkey you tell about, on yonder bed of cactus,—that is the application of your story for yourself.'

"As Al Saba lay in the hot sun on the bed of cactus his fellow slaves, passing by, saw him, and noted the torture that he suffered.

" 'What has this man done?' said one, 'to deserve this? Is the telling of stories to children and young men a crime to merit such punishment?' and the other answered: 'We suffer under a grievous tryanny. This night shall bring its own reckoning.'

"Towards sundown Chug Rhum came and stood over Al Saba. 'Arise,' he said, 'and go down to your house,' but the man was too weakened by the heat and the thorns to do more than groan, whereupon Chug Rhum rolled him over in the dust away from the thorns and left him.

"That night, with a great roar of water, the unfinished dam burst once more and the king, standing in the midst of his garden, was nearly drowned. Calling Chug Rhum to him he said: 'Tomorrow, at dawn, you shall be beaten before the slaves and become a slave yourself.'

" 'Some one has broken the dam,' said Chug Rhum. 'How can you blame me for the evil of other men?'

" 'Who has done it?' asked the king.

" 'I suspect Al Saba, the teller of tales,' said Chug Rhum. 'I have punished him twice for his idle tongue, and each time the dam has burst during the night,—and yet the man, himself, because of the punishment was unable to leave his bed.'

" 'Bring this man before me,' said the king.

"Because Al Saba still suffered from the heat and the thorns, Chug Rhum was forced to carry him like a child into the precence of the king.

" 'Behold him, sir,' said Chug Rhum, 'misshapen in both body and mind, a stirrer up of strife in the minds of your servants.'

" 'In what way?' asked the king.

" 'In the most subtle way of all,' answered Chug Rhum. 'He has a fertile mind full of strange fancies and those he puts into words and pours out into the ears of others and always under the hide of a harmless sheep the snarling teeth of the wolf snap at his betters.'

"The king looked at Al Saba and rubbed his hands and smiled.

" 'Friend,' said he, 'sit down on yon carpet and tell me one of these tales.' "

(To be Continued.)

Greatness—IV

"Al Saba seated himself and drew his tattered garment over his wounded legs.

" 'Master,' he said, 'There was once an owner of a great farm who lived in a distant city. He was so busy entertaining his friends and feeding them good things and giving them of his best to drink that he had no time to journey to his farm to see how it fared. Instead he hired others to take his place. A fox was given charge over his chicken yard; a crow attended to the planting of his corn and a blackbird harvested it; a pigeon looked after the harvesting of his grapes and a mole did all his plowing for him. Of course, the day came when there was no crop, for the fox invited all his friends and made havoc in the chicken yard, and the crow invited in his friends and ate up all the seed corn; the pigeon invited in his friends and gobbled down the grapes and the mole and his friends undermined the whole surface of the farm. When the evil day of reckoning arrived, and there was no crop to be sold, the owner was driven from his city home by the creditors and cast into prison until he had paid his debts. In his distress he appealed to the fox and the crow and the pigeon and the mole, but these four laughed at him and said: "We have planted and garnered according to our powers and natures. If you had chosen good and faithful servants from the ranks of men, we would have been fed on what was left over and above and you would not now be in prison." '

"Al Saba bowed as he finished and did not look up at the eyes of the king. The king sat very still, then he clapped his hands sharply and two soldiers rushed in.

" 'Arrest every overseer, and every captain, and every master of slaves, and every steward and bring them before me,' and when this was done, he commanded Al Saba to rise.

" 'Friend,' said he, 'Come hither. Give evidence against these men,' and Al Saba pointed to Chug Rhum and said: 'He is the fox who makes havoc in your chicken yard, and yonder is the crow and there beside you is the pigeon, and the moles are all those who work in the dark, undermining the influence of a good but too gracious king.'

"To make a long story short, the king saw under the fable of Al Saba a mighty truth. From that day on he went abroad among his subjects, now as a pedler, now as a slave, or a free workman in the granary, and where he found corruption he stamped it out as he would a fire, and in many of these journeys Al Saba went with him.

One day, sitting in front of his mud hut he found Chug Rhum, resting his weary bones.

" 'Friend,' said he, 'This day I have asked the king to show you mercy. Tomorrow you shall be placed in charge of the slaves again.'

" 'Why do you do this for me?' asked Chug Rhum."

(To be Continued.)

Greatness—V

" 'Because,' said Al Saba, 'had it not been for your cruelty I should still be a slave myself. Thus does cruelty defeat itself, raising up its own masters to enslave it.'

"At the words Chug Rhum fell on his knees before Al Saba and kissed his cloak."

The philosopher paused and fanned his face vigorously with his palm-leaf fan.

"It is always so," he said. "Man rises up because of the things that hurt him; he goes forward because of the lash upon his back; blessed is he who understands all this and serves the spirit in all goodness and kindness because of the will to do so, such a one shall tread on roses where others feel the thorns, shall drink cool water where others thirst, and shall be lifted up by the very hands that would cast them down."

EDUCATION IN ACTION

School Days Increase in U. S.

City schools of this country show a tendency to increase the number of days they are in session in a year, the Bureau of Education finds. Fifty of about 800 cities reporting have added from five to twenty days to their school term in the last two years. Notwithstanding this tendency, comparatively few city schools at present are in session more than 185 or 190 days a year, even in cities having a school term of ten months. While school superintendents and many other persons interested in education have generally advocated a longer school term, progress has been slow because of the increased expense and the opinion held by some that children should not be confined to the schoolroom five or six hours a day for more than 200 days, officials at the bureau point out. "It is evident," they continue, "that increased school term by a month would require an increased budget for a city, but if pupils can complete twelve years' work in less than twelve years by lengthening the school course, the additional expense would not be so great." The bureau suggests that the all-year school, now found in only a few cities, can be easily established by extending the six-week summer session to twelve weeks and by dividing the school year into four quarters of twelve weeks each.

Don't Work Too Hard, Law Students Told

Nearly 1,000 new Harvard Law School students recently received the greatest—and perhaps the most delightful—shock of their careers when they attended the reception to new students. By two of the four speakers, among whom were included President A. Lawrence Lowell of the University and Dean Roscoe Pound of the Law School, they were told: "Don't work too hard." This advice was greeted at first with silence, so stunned were the young men who are beginning the study of law. Then a titter rang through the hall and a moment later came a roar of laughter and tremendous applause. The two speakers who so boldly handed out this advice while the president of the University and the dean of the school sat unmoved were Henry M. Hart of Spokane, editor of the Harvard Law Review and ranking student of the school, and Professor Edmund Morgan of the school. The first speaker was Mr. Hart, and the boys were mildly and then wildly amused by his references to work and study. But when Professor Morgan reiterated the statement the new boys forgot all about being new and decided that Harvard was a great place after all. They became easily acquainted and decided that they were going to enjoy the study of law very much. In fact, some of them declared that they would probably stay for the three years and actually become lawyers.

Wide Education For Adolescents

The necessity for providing education for all types of adolescent students will eventually require the elimination of the present highly specialized high schools and the establishment of smaller schools, which will reproduce a cross-section of the normal community, declares Dr. Herbert W. Smith, principal of Fieldston, N. J., school. "Small suburban high schools, each educating for all walks of life all the children of the neighborhood, can replace the huge centrally located highly specialized units of the present typical city," he said. "Properly organized, these country day schools can educate together without sacrificing the needs of any members in the group those who are to enter many different vocations, and instead of bringing them up in mutual fear and hostility, can train them in mutual comprehension and self-respect."

Fourth of Women Pay Own Way

One-fourth of the girls in American colleges are paying their own way in whole or in part, the Bureau of Education declares. The educational colleges and universities enroll more than three times as many women who are employed compared with self-help women in all other institutions. The greatest number of employed college women are working in Illinois, New York, California, Pennsylvania, Maryland, Minnesota, Ohio and Washington. The smallest percentage of employed women college students are enrolled in the women's colleges where expenses are highest, and in teachers' colleges where expenses are lowest. Twenty-six per cent. of the 206,155 women in 336 co-educational institutions were employed in 1927-28.

New York Chinese Buy a Schoolhouse

A few steps up from the Bowery, on crowded, colorful Mott street, the "main street" of New York's Chinatown, the broad American features of the Public School 108 are rapidly assuming an Oriental cast. In the course of a few weeks the building will house one of the first educational institutions of its kind—a free Chinese public school, purchased and supported by Chinese money, where Chinese is taught to Chinese. Behind the transformation stands the Chinese Consolidated Benevolent Association, which is connected with, yet independent of, the Nanking government, and which has raised the $95,000 neecssary to purchase the abandoned building from the city and the $30,000 necessary for its renovation. So far, eleven Chinese graduates of American universities have been obtained to instruct the American-born Chinese youngsters in the official language of their mother country, in the machinery, ideas and ideals of the new Chinese government and all the varied lore and culture and history of old China. It is estimated that between 300 and 500 boys and girls will attend the school at night, after their regular sessions in the New York public schools during the day.

Turkey Bans Teaching Of Arabic and Persian

The Kemalist government has ordered the total suppression in all Turkish schools of courses in Arabic and Persian, languages which have been the bases of all Turkish literature. The suppressed courses will be replaced by courses in Latin and ancient Greek, on the ground that western culture with which Turkey is now to impregnate herself, is of the new Turkey's radical turnings based on these classic languages. Another innovation will be the teaching of English in all schools as a part of the government's program of "Americanizing" Turkish mentality.

Education for Jobs Needed, Says Superintendent

The responsibility of the schools to aid in providing employment for its students as well as educating them was stressed by Dr. Jeremiah E. Burke, superintendent of Boston public schools, in addressing Boston schoolmasters and executives at their first headquarters session of the present school year. Educators, Dr. Burke declared, should take a direct interest in the economic prosperity of their communities. To this end, he said, it

was vital that their instructions about the city and region in which they live should carry the message of potentialities and the requirements for future development and industrial growth. If a group of educators had made an extensive study of New England twenty years ago and pointed out the needs for proper economic development, difficult economic conditions which have since ensued would have been largely avoided, Dr. Burke declared. This, he said, would have provided the industries needed to give employment to students educated in New England who now are forced to go to other parts of the country.

School Vaccination Upheld in Decision

Although Howard Green of Pittsfield, Mass., had contended that he was seeking to gain admittance for his children to school, from which they were debarred because they were unvaccinated, the full bench of the Massachusetts Supreme Court has upheld a superior court verdict that he is guilty of failing to send them to school. The decision points out that whatever Mr. Green's religious scruples may be, as presented in his defence, the letter of the law is clear that vaccination is a condition precedent to the right of a child to attend public school, and that Mr. Green by his own act kept the children from school. In evidence Mr. Green quoted the State Constitution on the subject of religious liberty. This and other points were declared in the decision to be irrelevant.

Women Lead In Scholarship

Women continue to lead the men in scholarship at the University of Vermont. The relative standing of fraternity scholarship at the university for the last half of the college year 1928-29 shows the eight women's fraternities leading the list, with the thirteen men's fraternities trailing them. The custody of the Mabel Nelson Jacobs Cup, awarded annually to the sorority whose members have won the highest academic standing for the preceding year, goes to Sigma Gamma, which stands at the top of the scholastic list.

Pet Skunk Trails to School

Mary had a little lamb, its fleece as white as snow, and everywhere Mary went, the lamb was sure to go. It followed her to school one day. . . . All very well for a lamb. Undoubtedly the children loved it. But what if a skunk follows its owner to school? Well . . . ? The subject is not being discussed by David Wallace, eleven, son of Mr. and Mrs. Parker Wallace of Haverhill, Mass. The polecat, with two brothers, was found by young Wallace early in the summer. One has since died. The problem of rearing the two remaining ones was getting serious when in stepped "Lindy Lou," the Wallace pet cat. She had a litter of three kittens to wean, and she added the polecats. Latest reports were that the entire groups of cats were getting along nicely. Despite the fact that she is a stepmother, "Lindy Lou" is not showing any partiality.

Health Attributed To Sun Tan Fad

From her examination of girls of the incoming freshman class at Barnard College, Dr. Gulielma Alsop, college physician, has deduced that the current sun-tan fad, when indulged in in moderation, produces good health in the form of sufficient red blood corpuscles, she said. Dr. Alsop said that she believed that the superiority of the general health of this year's entering class to that of any freshman group for the past ten years was largely attributable to the popularity of the fad last summer. She warned, however, against sunburn and windburn, the latter being, she said, even more deleterious than the former.

No Rah-Rahism At Columbia

Columbia University, the enormous factory of learning that reposes majestically off upper Broadway, New York City, is perhaps unique among American educational institutions for its almost utter lack of so-called college life. In this respect the institution's career might be symbolized on its 175th birthday anniversary this fall, by one of those horseshoe-nail rings, once familiar curios in rural parts. Its size in 1754, when first created as King's College by royal charter from Charles II of England, would be represented by the nail's point; its present size by the head. But so far as showing any trace of rah-rahism, both head and point touch at the same place. There wasn't any in 1754 and there isn't any now. When New York was a comparatively tiny settlement on the lower tip of Manhattan, King's College was founded at the instigation of the Trinity Church vestry and with the aid of lotteries that raised some $17,000 for its first funds. Now Columbia is tremendously rich and immensely large. From property owned and other sources Columbia has an annual income of $9,000,000. It has 36,000 students in all branches, 20,000 of them resident students for the winter term. Yet such is the state of campus life that there are juniors who never have seen President Nicholas Murray Butler in person, and who know only casually their instructors and classmates. One reason is that only about one-fourth of the students live near the university. The rest commute from as far away as Staten Island and suburban towns. It is said that speakers and musicians engaged under university auspices for recitals and lectures often are disappointed to find their audiences composed, not of eager undergraduates, but aging men and women, some postgraduates, but many merely curious citizens who never have been inside Columbia's massive halls.

Minnesota University Campus Is Autoless

When the annual thousands of University of Minnesota students invaded the campus this year one familiar spectacle was missing—the campus "Lizzie." No ban has been placed on this rugged vehicle by the university board, but its extinction comes as a natural result of the elimination of parking places at the school.

Plan College In Royal Villa

"Mon Repos," the Greek royal villa standing high on the coast of the island of Corfu, after passing into the hands of an English valet of the name of Blower, is once more to see a change. It probably will become an educational institution. The villa was occasionally occupied by the late King George I of Greece. After his assassination in 1913, it was found that he, believing it to be his own private property, had bequeathed it to his fourth son, Prince Andrew. Andrew narrowly escaped being shot by a court-martial in connection with the Asia Minor disaster in 1922, and fled the country.

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Since then the villa has been occupied by his English servant, Blower, and his wife. Now the state claims the estate, contending that it never has been the property of the crown. When the British ceded Corfu with the other six Ionian islands to Greece in 1864, the treaty handed over "Mon Repos" to the Greek state, not the king. If the state establishes its claim it expects to open a college on the site.

Blind Teach Music and Dancing

Ten years ago the activities for the blind were extremely limited, but today blind girls are employed as teachers of music, of dancing and of kindergarten work. They are private tutors, stenographers and dictaphone operators, social service workers and basket and rug weavers. Encouraged from an early age to play lively games, to dance, to roller skate, to exercise, the blind man and woman today grows to manhood and womanhood with a physical poise, ease of movement and fearlessness that enables them to attain social and economic independence.

Sons of Foreign-Born Leave Schools Early

Two out of three boys of foreign parentage in the state of New York are destined to leave school early and go to work. Of the native-born boys the proportion is one in three. These findings come as the result of a study of 65,000 employed boys, fourteen to seventeen years of age, who are attending continuation schools in the state. Commenting on the survey, Dr. L. A. Wilson, assistant commissioner of vocational education, State Education Department, said: "The fact that two-thirds of the employed boys attending continuation schools come from homes where the parents are foreign-born leads us to believe that there is a great need for giving them vocational guidance and placement. The question of schooling is not the economic question in many families that it was formerly. By proper counsel on the part of the guidance teacher many a boy and girl can be taught the dollars-and-cents value of education who otherwise would leave school for work at the earliest opportunity."

Readings in Extra-Curricular Activities

ROEMER AND ALLEN

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TREND OF THE TIMES

HIGH MARK in bomb outrage will be reached this year in Chicago, the Employers' Association predicted on the basis of ninety-eight bombings since December 12, 1928. The association notes that the year's bombings have been directed in 45.9 per cent. of the cases against business places, rather than against speak-easies and gambling houses, as formerly.

PRESIDENT HOOVER is expected to lay before Congress, at the regular session in December, a suggestion for a considerable reduction of Federal taxes, presumably on earned incomes. Tax collections this fiscal year, to September 20, exceed those of the previous fiscal year by $118,936,840, which gives something of a basis to work on. There have been Federal tax reductions aggregating $1,826,000,000 since 1921, in four installments.

ENGINEERS of the Ford Motor Company, working with the officials of the Borough of Queens, have drawn tentative plans for a reduction plant into which would be poured and destroyed worn-out automobiles, thousands of which have recently been abandoned on every handy vacant lot Queens has to offer.

UNWILLING to say just what can be done about it, the Treasury Department is viewing with much concern mergers among great banking companies and the organization of great holding companies for banks, so much so that they are wondering if the national banking system can stand up against the inroads these organizations are making. The Treasury Department is said to regard them as indicating a slowly growing grip on national money control.

SCIENTIFIC DETECTION of criminals through precision methods of measurements and comparison eventually will be standardized and will furnish one of the most effective weapons in combating the widespread crime wave, Dr. William Sauder, bureau of standards expert, predicted. Although frequently used by police of London, Paris and Berlin, modern precision methods are not employed by American authorities because being of comparatively recent origin, they are not understood, he said.

TELEPHONE SYSTEMS of South America are slowly but steadily progressing under North American leadership and following North American methods, and the time is near when all the inhabited sections of the continent are to be linked in one great system. Recently the completion of a link joining five companies operating in three republics united virtually all the telephones in South America south of the Brazilian frontier.

UNITED STATES OF EUROPE, while a potential trade rival, according to Julius Klein, assistant secretary of commerce, will become an even stronger buying power of the Old World which is this country's best customer since she absorbed last year no less than 46.3 per cent. of our total exports. "Then, too," he added, "the strengthening of her buying power will, of course, react upon all parts of the world from which she draws her imports. This naturally will mean improving prospects for American wares."

DUDE RANCHING has become so successful that many of the ranches in Wyoming have capacity reservations for the 1930 season already in hand. In the summer the office workers, business men and women who crave the life of the "great open spaces" come west to live a "rough" life. It is the business of the ranchers to see that the life of these summer visitors is all that is expected to be. Cattlemen have found that "dude ranching" is more profitable than rustling cows.

TWO NEW MOUNTAINS towering from the floor of the Pacific have been discovered by the scientists aboard the non-magnetic ship Carnegie, engaged in a magnetic survey of the ocean. The first ridge was found about 100 miles off the Ecuadorean coast. The second submerged mountain range was discovered about 600 miles northwest of Valparaiso. It is ten miles across and the "peaks" rise 10,000 feet.

TWENTIETH CENTURY development of American municipalities is characterized not only by spread in park areas but also by changes in park functions. The first park planners thought only to provide places where city people could find rest and quiet in sylvan surroundings. On the park properties of the country are now found clubhouses, gymnasiums, fieldhouses, outdoor theatres, band stands, conservatories and museums, grand stands, bathhouses, dancing pavilions, and zoological gardens. Facilities for various sports are also included.

The BOOK TABLE

OUR STORY READER. First Book. By W. H. Kirk, superintendent, Lillian Van Heyde and Marion Miller Orr, all of East Cleveland, Ohio. Illustrated by Hildegard Woodward. Cloth. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is a delightful time to be alive because, since our interest has always been in children and youth at school, it is a delightful time for little people especially to be at school.

Absenteeism and tardiness have almost entirely disappeared because everything in school is as interesting as anything out of school, and the things learned in school make what they see out of school more interesting and mean more to them.

Never before have publishers of school books been willing to invest as much money in making school books more beautiful than holiday books, never so willing to make a series of books to meet the artistic taste and professional convictions of a superintendent and his associates as is done in case of "Our Story Reader" by the East Cleveland superintendent and his supervisors.

KINDERGARTEN-PRIMARY ACTIVITIES BASED ON COMMUNITY LIFE. By Lucy Weller Clouser and Chloe Ethel Milliken, both of Teachers College, Kansas City, Missouri. Cloth. 300 pages. New York: The Macmillan Company.

Everything in the Kansas City, Missouri, schools is appealing from the spirit of initiative, the inspiration to demonstrate results in achievement, the rivalry for leadership in the city. There is also a universal aspiration to be a leader in the country in every phase of educational functioning.

There is no better example of this sportsmanlike element than in "Kindergarten-Primary Activities Based on Community Life." The book is brilliantly suggestive of ways and means to achieving definite results, but back of this is appreciation of the relation of child life of kindergarten age to early school responsibility.

The following paragraph is characteristic of the combination of incisive statement, sane plans and arrangements with heroic purpose.

"Many of the misfits of adult life are traceable to the lack of a wholesome environment and proper guidance during the early years of childhood. The child who fails to develop into the desirable adult citizen is often the one who has not been led to an understanding and appreciation of social relationships and individual responsibilities which are necessary in the development of an all-round, efficient, adult member of society."

THE STORY OF PIERRE PONS. By Francis De Miomandre. Translated by Edwin Gile Riel. Illustrated by Paul Guignebault. Cloth, 8 by 11 inches. Delightfully Illuminated. New York: E. P. Dutton and Company, Inc.

This is an entirely new attraction for little boys who never tire of hearing and reading about impossible beings and the doing of impossible things. The 240 pictures, more than sixty of which are brilliantly colored, would of themselves make the book irresistibly alluring to any boy or girl, for every picture suggests something impossible anywhere by any one.

MALDEN HEALTH SERIES: IN TRAINING FOR HEALTH. By C. E. Turner, Massachusetts Institute of Technology, and Jeanie M. Pinckney, University of Texas. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

As the title suggests this book uses the training for efficiency in striving for prize winning in sports as creating interest in prize winning in various health and hygienic habits. Each book in the Malden Series has some unique appeal to children. This book is the first of the series for pupils to use rather independently, the teacher's part being chiefly that of umpire testing the result of the training.

FROM THEN TILL NOW. Stories of the Growth of Friendliness. By Julia A. Schwartz. Illustrated with photographs of engravings and with drawings by H. Boylston Dummer. Yonkers-on-Hudson, New York: World Book Company.

The Foreword says: "A child's zest for stories may be wasted on rubbish or applied to enrich his entire life. Stories founded on history are especially valuable for children's reading, even when they succeed only in leaving an impression of the actuality, the livingness, of past ages. If historical fiction can make the past vivid and at the same time leave on plastic minds some impression of an important truth, if it can show how a tremendously significant feature of civilization today has been developing slowly and steadily through the ages, surely it has its place. And if it can guide the spirit of the reader, by however slight a touch, toward kindliness and away from hate, it is doubly warranted."

The tendency of every feature of the book is to develop an historic sense, to actualize the past and promote an historical perspective.

A BUSY DAY. Written and illustrated in Color by Beatrice Tobias. Holiday size and binding. New York City: E. P. Dutton and Company, Inc.

Beatrice Tobias, a sixteen-year-old girl, has made an irresistibly attractive book for any child and every child. The verse has the merry jingle of real child life. It is the actual life experience of all sorts of children who are always busy, sometimes mischievous, but always interesting.

Books Received

"Representative English Dramas." By Moore.—"The New Path to Reading." By Cordts.—"Map Exercises, Syllabus, and Notebook." By M. C. Bishop and E. K. Robinson.—"History of Europe, Ancient and Medieval." By Robinson and Breasted. Boston, Mass.: Ginn and Company.

"Junior Color Tablet." By H. F. James. — "Elementary Freehand Drawing." By W. E. Brownjohn. "Notes for Mechanical Drawing." By Mathewson and Stewart. Milwaukee, Wisconsin: The Bruce Publishing Company.

"The College Book of Prose." By Robert M. Gay.—"Motion Pictures in the Classroom." By Ben D. Wood and F. N. Freeman. 2 Park Street, Boston: Houghton Mifflin Company.

"Great Musicians as Children." By Franciska Schwimmer.—"Come to Order!" By Miss Marjory Card and Miss Emma M. Wines. Garden City, New York: Doubleday, Doran and Company, Inc.

"La Hechizada." By Alfred Coester, Ph.D. Stanford University, California: Stanford University Press.

"Tropical Tales." By Van Deusen. —"Geography of Southern Lands." By Barrows-Parker. New York City: Silver, Burdett and Company.

"The New Path to Reading." By Anna Cordts.—"Teachers Guide for an Introduction to American Civilization." By Harold Rugg and James E. Mendenhall.—"The Alpha Individual Arithmetics." Books 1 and 2. By the Supervisory Staff of the Summit Experimental School.—"A Biology Work Book." By James C. Adell, Orra Olive Dunham and Louis E. Welton.—"Pupils' Workbook to Accompany an Introduction to American Civilization." By Harold Rugg and James E. Mendenhall. 15 Ashburton Place, Boston, Mass.: Ginn and Company.

"An Introduction to Art Education." By William G. Whitford.—"The Teaching of Latin." By Mason D. Gray. New York City: D. Appleton and Company.

"The King's Market, and Other Stories." By Hellems. Boulder, Colorado: University of Colorado Library.

"Three Comedies." By William Shakespeare. New York City: Harcourt, Brace and Company.

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GRINS BETWEEN GRINDS

And What Most of Us Lack

"Don't you ever long to be a go-getter?"

"Not as often as I do to have the backbone to turn down one when he is trying to get me."

A Financier

After terrific struggles the freshman finally finished his examination paper, and then, at the end, wrote: "Dear Professor: If you sell any of my answers to the funny papers, I expect you to split fifty-fifty with me."

From a Polo Player

"What is your book about?"

"Marco Polo."

"And how does that differ from the regular game?"

A Model Chicken

Customer—"That chicken I bought yesterday had no wishbone."

Poulterer—"He was a happy and contented chicken, ma'am, and had nothing to wish for."

A Modern Child

A six-year-old girl dropped in upon her uncle and aunt and was invited to stay to dinner. She asked her uncle to call up her mother and say she was to stay to dinner, because "If I call her up she will think you haven't invited me."

He Came Home in a Hurry

Rufe Johnson's pet hound disappeared. Rufe put the following ad in the paper:—

"Lost or run away—one liver-colored bird dog called Jim. Will show signs of hydrofobby in about three days."

The dog came home the following day.

So That's It

"Why don't you married men give your wives more credit?" roared the speaker.

"Because they want cash!" came a meek voice from the audience.

The Conundrum

A clergyman is in the habit of repeating his sentences several times to enable the congregation to grasp their meaning. On one occasion he came to the words: "Who was John the Baptist?"

He brought them out slowly and distinctly, and then repeated them. After glancing around the church he once more repeated the words, "Who was John the Baptist?"

To his surprise, a seedy looking individual at the back of the church shuffled to his feet and remarked: "Look here, guv'nor, I know there's a catch somewhere; but come on, who was he?"

The Traveler's Tale

"Traveled!" said a sailor in a train to a passenger who had questioned him. "I should think I 'ave. I've been all around the world; over an' under it, too. There ain't many ports I don't know the inside of."

"Why, you must know a lot about geography."

"Yes, we did put in there once, but only to coal the ship. 'Taint much of a place, what I remember of it."

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China's Five-Foot Bookshelf

[Christian Science Monitor, September 12, 1929.]

While the fortunes of various political, social and economic movements in China rise and fall, and rise again, there is one group which advances unwaveringly toward its chosen goal. This is the organization headed by Dr. James ("Jimmy") Yen, which aspires to teach the Chinese masses to read and write within a generation.

The national and provincial government of China, impressed by the speed with which hundreds of thousands of illiterate adults have been taught their "thousand characters," are promoting Dr. Yen's work, and with his assistance are converting the movement into a system of government education. The Provinces of Kiangsu and Kwangtung have taken the lead with appropriations of about $2,000,000 gold, with which the groundwork is being laid for universal schooling. Central training schools for teachers have been established in these provinces, where Dr. Yen and his associates are instructing teachers how to impart, to adults as well as children, the art of reading and writing. These teachers are enlisted from every hsien (county) of the provinces, so that they will be teaching the people among whom they have been reared. As it has been demonstrated that adults can learn to read and write by devoting an hour a day to study for four months, and by spending only six cents gold for books, the possibilities of the project become apparent.

The movement has spread so rapidly that Dr. Yen has decided the "missionary" period is completed, and is now turning his attention to the qualitative side of the work. He and the loyal associates who have worked with him from the beginning are now laboring in the "experimental laboratory" at Tinghsien, a single county in southern Hopei Province. Here they are setting up a "model county," which will serve as an example to the rest of China. This county has a population of about 400,000, centred in about 400 villages.

The mass education movement is being extended to every one of these villages, and Dr. Yen hopes to show that an entire county can be made literate in an amazingly short time by the methods he has worked out during the last ten years.

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(Signed) Vernice E. Hood.

The value of these books in interpretation and expression, both written and oral, has been proved in classrooms the country over. This is one of many letters from teachers who use the Arlo Books not alone as readers, but as background for English composition.

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A Teacher Out of Work

[Editorial, Boston American, September 15, 1929.]

Wallace C. Boyden, who ought to know, gave it as his opinion a day or two ago that the good looks of a school teacher—good mannerism, good voice, good bearing, "personality"—mean much to her school.

Boston has let Wallace Boyden out, because he has reached the age of seventy. That's the rule. It is not the rule in the United States Supreme Court, witness the Chief Justice and Mr. Justice Holmes; it is not rule at the State House, where Fire Marshal Neal continues to do such a day's work as would tax the strength of many a man his junior; it is not the rule in many other important places where fitness is measured not by years, but by ability.

Ever since 1900 Wallace Boyden has been principal of Teachers' College, formerly Boston Normal School.

He was born to be an educator. His father, who served Bridgewater Normal sixty-five years, was the third principal of that institution. His mother was a teacher at Wheaton. His brother became the fourth principal at Bridgewater and holds that place today.

Under Wallace Boyden's direction thousands of young women have been prepared for their work as teachers. Modest, kindly, smiling—but strong and efficient—he endeared himself to all.

Courses at Teachers' College have been lengthened since Boyden came to the directorship, standards raised, year by year the graduating classes have been better qualified to undertake the work of the classroom.

But a good man, a great teacher, has reached Pier 70, and that, in the eyes of the law, is the jumping-off place.

Meetings To Be Held

OCTOBER

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-8: Joint meeting, Massachusetts Superintendents and New England Superintendents, Gardner Hall, State House, Boston.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

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